Medium Term Plan **Year Group:** Reception **Term:** Autumn 2 2026

Learning Objectives

Enrichment activities/ WOW moments

Have an alien tea party, taking part in a Christmas concert, Watching a Panto

Key: Green = 3 & 4 Years
Black = Children in reception

Personal, Social and Emotional Development

Self-Regulation/ Managing Self/ Building Relationships:

- Become more outgoing with unfamiliar people, in the safe context of their setting.
- - Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.
- Increasingly follow rules, understanding why they are important.
- - Do not always need an adult to remind them of a rule.
- Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.
- - Begin to understand how others might be feeling.
- Show resilience and perseverance in the face of challenge.
- Identify and moderate their own feelings socially and emotionally.
- Manage their own needs.

Communication and Language

Listening, Attention and Understanding/ Speaking

- Listen to longer stories and can remember much of what happens.
- Use a wider range of vocabulary.
- Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door".
- Understand 'why' questions, like: "Why do you think the caterpillar got so fat?
- Know many rhymes, be able to talk about familiar books, and be able to tell a long story.
- Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.
- Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."
- Understand how to listen carefully and why listening is important.
- Ask questions to find out more and to check they understand what has been said to them.
- Connect one idea or action to another using a range of connectives.
- Describe events in some detail
- Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.
- Engage in story times.
- Listen to and talk about stories to build familiarity and understanding.
- Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.
- Use new vocabulary in different contexts.
- Listen carefully to rhymes and songs, paying attention to how they sound.
- Learn rhymes, poems and songs.
- Engage in non-fiction books.

Physical Development

Gross Motor Skills/ Fine Motor Skills:

- Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.
- Skip, hop, stand on one leg and hold a pose for a game like musical statues.
- Use large-muscle movements to wave flags and streamers, paint and make marks.
- Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm.
- Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.
- Use one-handed tools and equipment, for example, making snips in paper with scissors.
- Use a comfortable grip with good control when holding pens and pencils.
- Start to eat independently and learning how to use a knife and fork.
- Show a preference for a dominant hand.
- Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.
- Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.
- Make healthy choices about food, drink, activity and toothbrushing.
- Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.
- Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.
- Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene

Theme
Space/Celebrations

Literacy

Comprehension/ Reading/ Writing

- Understand the five key concepts about print:
  - print has meaning
  - print can have different purposes
  - we read English text from left to right and from top to bottom
  - the names of the different parts of a book
  - page sequencing
- Develop their phonological awareness, so that they can:
  - spot and suggest rhymes
  - count or clap syllables in a word
  - recognise words with the same initial sound, such as money and mother
- Engage in extended conversations about stories, learning new vocabulary.
- Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy.
- Write some or all of their name.
- Write some letters accurately.
- Blend sounds into words.
  - Read individual letters by saying the sounds for them.
  - Blend sounds into words, so that they can read short words made up of known letter–sound correspondences.
  - Read some letter groups that each represent one sound and say sounds for them.
  - Read a few common exception words matched to the school's phonic programme.
  - Form lower-case and capital letters correctly.
  - Spell words by identifying the sounds and then writing the sound with letter/s.

Mathematics

Number/ Numerical Patterns

- Recite numbers past 5.
- Say one number for each item in order: 1,2,3,4,5.
- Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').
- Compare quantities using language: 'more than', 'fewer than'.
- Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.
- Understand position through words alone – for example, "The bag is under the table," –with no pointing.
- Discuss routes and locations, using words like 'in front of' and 'behind'.
- Make comparisons between objects relating to size, length, weight and capacity.
- Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc.
- Combine shapes to make new ones - an arch, a bigger triangle etc.
- Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc.
- Extend and create ABAB patterns – stick, leaf, stick, leaf.
- Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'
- Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 10.

Understanding the World

Past and Present/ People, Culture and Communities/ The Natural Word

- Use all their senses in hands-on exploration of natural materials.
- Explore collections of materials with similar and/or different properties.
- Talk about what they see, using a wide vocabulary.
- Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.
- Talk about members of their immediate family and community.
- Name and describe people who are familiar to them.
- Comment on images of familiar situations in the past.
- Recognise that people have different beliefs and celebrate special times in different ways.
- Explore the natural world around them.
- Describe what they see, hear and feel whilst outside.
- Recognise some environments that are different to the one in which they live.
- Understand the effect of changing seasons on the natural world around them.

Expressive Arts and Design

Creating with materials/ Being imaginative and Expressive

- Explore different materials freely, in order to develop their ideas about how to use them and what to make.
- Develop their own ideas and then decide which materials to use to express them.
- Join different materials and explore different textures.
- Draw with increasing complexity and detail, such as representing a face with a circle and including details.
- Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.
- Explore colour and colour-mixing.
- Remember and sing entire songs.
- Create their own songs, or improvise a song around one they know.
- Play instruments with increasing control to express their feelings and ideas.
- Explore, use and refine a variety of artistic effects to express their ideas and feelings.
- Listen attentively, move to and talk about music, expressing their feelings and responses.

Identifies learning objectives for adult led activities and possible focus for planned observations and assessments. Ensures coverage.

Cultural Capital: Write a Christmas wish list and build a snowman: weather dependent and make pizza for our Alien party.